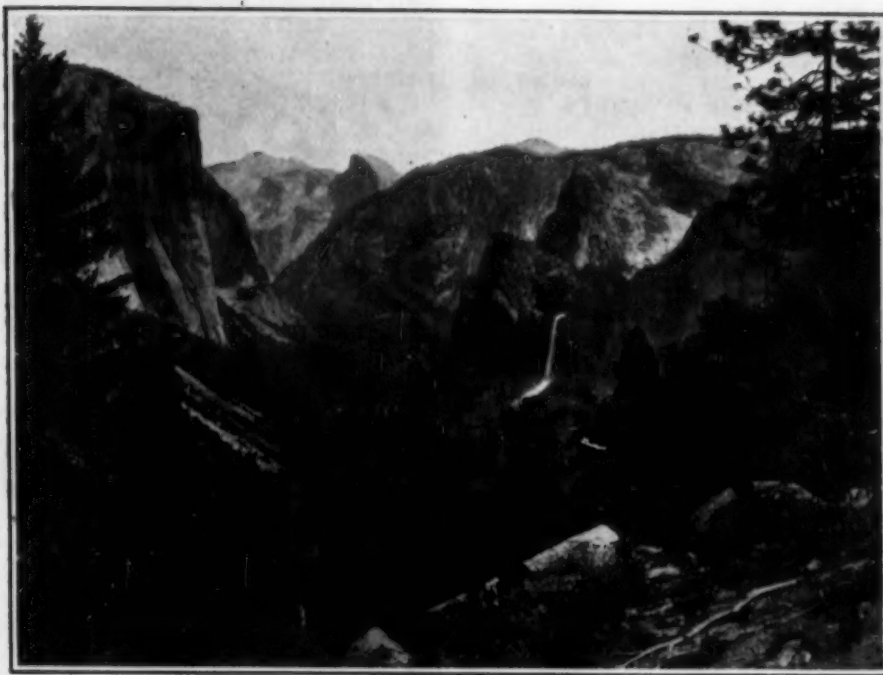


SIERRA EDUCATIONAL NEWS



VOL. I.

APRIL, 1905

No. 4

Some Notes on Japanese Schools.

Let me preface these remarks by the statement that this is not an authoritative nor exhaustive treatise upon the school system of Japan, nor is it a complete psychological study of the Japanese student. It is merely a collection of personal observations, some of which may be purely local, and some of the conclusions incorrect. I am narrating some of my experiences as a government teacher of English in one of the schools of Japan.

First, my place of residence. Yamaguchi is a town of perhaps 15,000 inhabitants, the seat of local government for the ken (prefecture) of the same name. Its latitude is about that of Santa Barbara, but it is different in climate. This is one of the rainy parts of Japan, and at any hour of the day or night a rain-storm may come up. This might be inferred from its name, which is by interpretation "Mountain Mouth." The relation of the weather to the school system has some place in this article, because the climate has an effect upon the working ability of the pupils. There is a lack of ozone in the atmosphere, as compared with California; a foreigner discovers that he cannot work as many hours as in the west, and that more sleep is required. I have several times been seriously advised not to attempt to

do any serious study in the evenings as a general rule. And yet, with this disadvantage of climate, the Japanese student has a harder curriculum to master than is set before the American student. His own language makes great demands upon him. Think of having to commit to memory several thousands of characters in order to be able to read well! And each one of these characters has at least two pronunciations, the so-called Chinese pronunciation, and the Japanese pronunciation. It takes years of work to learn those characters. When they come to learn English or French or German, they have a much harder task than has the American boy in studying Latin or German. The genius of the Japanese language is different from the Western languages.

I have not at hand exact data, but this is about the system of grades. There are some kindergartens. Then come the common schools, in which it is required more and more that the teachers be Normal graduates. Then come the Middle Schools, nearly corresponding to our High Schools. Above that are Higher Schools, and then the University. Besides these are Normal Schools, Higher Normal Schools, Technical Schools, Commercial Schools and various private schools. My acquaintance has been almost entirely with the Chu Gakko (Middle School). As my knowledge of the Japanese language is extremely limited, my acquaintance at first hand with

other lines of work than my department is limited in proportion.

The course in the Chu Gakko is five years. Perhaps its great distinguishing feature is that in its first year the study of English is commenced and continued throughout the course. It is the boast of this ken that each of its Chu Gakkos has a foreign teacher of English. In Japan there are twenty of these teachers chosen through the channel of the Y. M. C. A.

One of the most noticeable differences between the system of Japan and that of America is in regard to the number of hours of class work. In the Chu Gakko where I teach the average number of hours per week for the students is 32; in the Kodo Gakko (Higher School) in the

About the English department. As there are six hundred pupils in this school, you can imagine how much personal attention each one can receive from the foreign teacher. Only four hundred of them come under my instruction. In the first year class, they have only Japanese teachers of English. In the second and third year classes, the students meet the foreign teacher once a week; in the fifth and fourth years, they come to class twice a week. Imagine yourself meeting a class of thirty-five youngsters once a week, not knowing their language, and having a pronunciation so different from that of their own teachers of English that they cannot recognize from your mouth words with which they have become familiar in the



GRAMMAR SCHOOL, Pomona. \$25,000. (Courtesy Stone & Smith, Architects, San Francisco.)

same town, about 36. I have been told that this is not at all exceptional. In consequence, the student is not expected to take as much time in individual study for each lesson as is the American student. The teachers say, and with some justice, there is so much that they must learn, and so short a time in which to learn it that they try to cram as much knowledge down the students' throats as possible. Much of the work is merely lecture. Think of teaching beginning algebra by the lecture method! The teacher does most of the work; the pupils sit and absorb what they can. At the end of the term come the terrible examinations, which fill the students with a great awe and dread, and then the students cram and cram.

book or from the lips of their own teachers. The foreign teacher is to give them good pronunciation, idiom, conversation and composition. And when a couple of holidays make a lapse of two or three weeks between recitations, as has more than once happened; and when it is remembered that they have no conception of making especial study in preparation for the lesson, you can imagine the rapidity of the progress.

One teacher gives them two hours a week in translation; another teacher instructs them in grammar; another gives them a writing lesson, and so on. I never feel certain just what any one has had. To a great extent, they use Readers of a type that are antiquated, and even at best hardly the best means of teaching a for-

eign language; but I think that an improvement is soon to be made.

One result of the present method of class-room instruction is that the students, of course with exceptions, leave the explanation and studying to be done by the teacher. If he fails to make them understand, they feel no particular responsibility in the result. As an example, let me cite an incident that occurred only a day or two ago. I wrote on the board a list of ten questions based on a story that I had told them the week before, and at the end of the list I wrote, "Write out the answers and bring to class next time to hand in." I had on a previous occasion used the same words, and had had them explained by one of the teachers, and I thought that if any student did not fully understand, he could consult his dictionary. But next time there was handed in to me a paper containing these questions carefully written out, with no answers, but at the bottom of the page this legend, "Write out the answers and bring to class next time to hand in." But then, even American students sometimes exhibit a coordinate amount of brains.

In this school, with the exception of the laboratories or art rooms, the class stays in its own room, and the teacher comes to meet the class. No stoves are in the recitation rooms, even when there is snow on the ground, although there is one in the teachers' room. The foreign teachers did not approve of that scheme, so during the winter months the foreign teacher has a special room with a fire in it. But the Japanese are like the Germans in some things. They set a date for the beginning of the use of the stove, and even when it was already for use, it seemed as if no power could induce them to light the fire before the date set, no matter what the temperature. One day my voice began to grow steadily hoarser, so about the middle of the morning I informed the head teacher that I could not teach any more that morning without a stove; the stove was not forthcoming, so I went home. Next morning there was a fire in the stove. But on days when it has been warm enough so that a stove has not seemed necessary to me, the students do not understand why I let the fire die down. Is it not still the season for fire in the stove?

It would not be surprising under such a system if many students failed in the final examinations; but here another factor enters: the passing grade in this school is 50. And even under those circumstances I was compelled to "flunk" about five per cent of the students in my class. But in justice to the rest, let me say that I have some students who are bright and studious, who make up for all the trials with the others.

You who have studied French and German, perhaps under the instruction of Frenchmen or Germans, cannot form a

true idea of the difficulty that the Japanese student labors under. We sometimes think that French, with its nasal sounds, and German, with its verb at the end of the sentence, are difficult. But the Japanese finds unknown sounds in English as difficult as the nasal sounds of French for us, and a grammar about as different as can be from his own. Japanese is not kindred to the Western languages; its genius is different. He gets his pronunciation in great part from a teacher who would never be mistaken by a foreigner for any one but a Japanese.

In the Middle Schools, and above, the scholars and teachers are required to wear foreign clothes, usually a uniform. A suit such as the boys wear would be quite noticeable in America for its general appearance. Certainly no American tailor would contrive such a fit. The teachers and Kodo Gakko students dress better.

The rulers of Japan wish to make their students strong in body also, so they have Gymnasium instructors; but just now these have all been called into the army. They have military drill very often and tennis courts. They have not been initiated into the mysteries of football, but baseball is quite a favorite. Other forms of athletics are common, especially the long-distance run.

Morrill G. Boynton,
Pomona, '04.

Notes

Albert H. Allen has recently resigned his position in the Visalia High School, to become Press Representative of the University of California, a new position, the duties of which have formerly been handled by a faculty committee.

The San Francisco Board of Education asks for \$1,873,826 from the Board of Supervisors for the maintenance of its schools during the year 1905-06.

Superintendent Swanger of the Anaconda, Montana, schools, formerly principal of the High School at Woodland, is being sent out on a tour of visitation in other cities of the State at the expense of the Board of Education.

Willamette University, Oregon, is making enthusiastic efforts to raise \$100,000 by October 1, 1905.

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W E S T E R F E L D S

The Berkeley High School is trying for one month the plan of one session a day, from 8:30 a. m. to 1:30 p. m., with a twenty-minute recess at 11:30 for luncheon. The plan is working admirably so far.

The Los Angeles schools now employ a trained nurse who devotes her whole time to the oversight and care of the health of the children in ten of the school buildings. The plan is successful and may be extended.

Pomona College has recently received word of a gift of \$40,000 for a new library building, conditional upon the raising of an equal amount as endowment for the building. Work has already begun on grading the grounds on the proposed site.

Los Angeles has installed a new playground superintendent, who is to direct school athletics and will have charge of the new public school playgrounds, resident at the grounds, a somewhat novel feature.

An American School has been organized in the City of Mexico for English-speaking children, of both English and American descent.

The Lincoln Primary School of Sacramento was destroyed by fire on March 25th.

Prof. Hiram Hadley of the Agricultural College at Mesilla Park, New Mexico, has recently been appointed Superintendent of Public Instruction for the territory.

Superintendent W. B. Hartranft of King county, Washington, recently resigned his office to become the representative of Silver Burdett & Co., for the Northwestern States. He has made a great success as Superintendent and is sure to do so as a bookman. He represents a good house, which has shown its wisdom in the selection of good men before, when it took Caspar Hodgson from the local management of D. C. Heath & Co. to its New York office, and more recently secured as its coast representative Mr. C. C. Hughes, formerly the successful superintendent of the Alameda City Schools. Mr. Hartranft is succeeded by Mr. T. P. Storey, the County Superintendent-elect, whose term would have commenced next September.

The Intercollegiate Debate between the students of the University of Montana and of the Washington Agricultural College will occur in Missoula on April 21st.

Having a balance left after meeting necessary expenses, the trustees of the Bellingham, Washington, Normal, have voted to give \$25 to every teacher in the school contingent upon his or her visiting some other State institution.

City Superintendent Frank B. Cooper of Seattle is mentioned prominently as a candidate for the presidency of the Northeast Association for the coming year.

The Harvard School of Los Angeles has begun the erection of a new \$60,000 building for the High School Department. This

is the fifth building erected by Mr. G. C. Emery, its owner, for the use of his school.

The Union High School Board at El Monte, Los Angeles county, is selling bonds to the extent of \$16,000 for a new building.

University of California,
Summer Session,
Berkeley, Cal.

Arrangements have been made with the Berkeley Board of Education whereby the Allston Way school building has been put at the disposal of the University for the Summer session. An observation and practice school, consisting probably of the fourth, the sixth and the eighth grades, will be conducted here in connection with the Department of Education. The subjects of instruction will include English, Geography, Arithmetic and perhaps Nature Study. Students of the course in elementary education as well as those in the subject matter courses of the elementary school will thus have an opportunity to observe type lessons, and a few will be able to teach under the guidance of capable critic teachers.

Professor Farrington of the Department of Education will have charge of this school. He will also offer a course in the formulation of a rational method of the recitation and apply the principles so established to some of the subjects of the primary and grammar schools. Particular emphasis will be laid upon English, Geography and Arithmetic.

The attention of elementary teachers is further called to the course in Arithmetic Methods given by Mr. Bunker of the San Francisco Normal School, to the courses in Nature study by Mrs. Comstock of Cornell and in Music by Professor Stanley of the University of Michigan. The popularity of Professor Stanley's work at the Summer session of 1904 assures him an even more cordial reception this year.

One of the strongest city Superintendents in California wrote Ginn & Company a few weeks ago as follows:

"Smith's Primary Arithmetic is the best thing of the kind that has ever appeared in print. Our teachers, without exception, are delighted with it. After working for more than two years on a course in primary arithmetic I found my every ideal and need anticipated in this book. Without doubt it is the book 'for our State text.'"

Since the above was written 300 copies of Smith's Primary Arithmetic have been ordered for use in this particular city.

The Throop Polytechnic Institute of Pasadena, the California State Polytechnic School at San Luis Obispo, and the Lick and Wilmerding Schools of this city, will unite in a technical exhibit at Portland this summer.

Palo Alto has recently expended \$11,500 for the purchase of a site for a new High School building.

Private Schools

MT. TAMALPAIS MILITARY ACADEMY San Rafael, Cal.

Second Half-Year began January 9th.

Arthur Crosby, D. D., Headmaster.

Col. J. H. Wholley, Capt. U. S. A., detailed by Secretary of War as Instructor in Military Science and Tactics.

Belmont School, Belmont—Wm. T. Reid, Principal.

Pomona College, Claremont—Geo. A. Gates, D. D., President.

Anderson Academy, Irvington—William Walker Anderson, Principal.

Girls' Collegiate School, Los Angeles—Misses Parsons and Dennen, Principals.

Los Angeles Military Academy, Los Angeles—Walter J. Bailey, Principal.

University of Southern California, Los Angeles—Rev. Geo. F. Bovard, D. D., President.

Hoitt's School, Menlo Park—W. J. Meredith, Principal.

Mills College, Mills College—Mrs. C. T. Mills, President.

Throop Polytechnic Institute, Pasadena—Walter A. Edwards, President.

Hamlin School and Van Ness Seminary, San Francisco—Miss Sarah D. Hamlin, Principal.

Miss West's School, San Francisco—Miss Mary West, Principal.

University of the Pacific, San Jose—Rev. Eli McClish, D. D., President.

St. Mathew's School, San Mateo—Rev. W. A. Brewer, Principal.

Hitchcock's School, San Rafael—Rev. Chas. Hitchcock, Principal.

Hick's School, Santa Barbara—Samuel W. Hicks, Principal.

Harvard School, Los Angeles—Grenville C. Emery, Principal.

Marlborough School, Los Angeles, Mrs. G. A. Caswell, Principal.

The Horton School, Oakland—Miss Sarah W. Horton, Principal.

University Preparatory School, San Francisco, Herbert Kalmus, Principal.

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1905.

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Professor of Pedagogy at State University.

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High School Credentials—Brown, Burk, Dailey,
Millsbaugh.

Accrediting of Normal Schools, Life Diplomas
and Certificates of other States—F. Black,
Burk.

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Black, Dailey, Van Liew.

Accrediting of Kindergarten Training Schools
—Van Liew, Millsbaugh, Wheeler.

Grievances—Millsbaugh, Van Liew, Wheeler.

High School Text Books—Brown, Burk, Van
Liew.

STATE TEXT-BOOK COMMISSION.

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Educational Publishing Co. (see ad), F. J.
Lobbett, J. H. Mitchell.

Ginn & Company (see ad), S. C. Smith, A.
E. Shumate.

D. C. Heath & Co., G. H. Chilcote, C. F.
Scott.

Macmillan Co., W. C. Doub, F. B. Wootten,
T. C. Morehouse.

Silver, Burdett & Co., (see ad) Charles C.
Hughes.

American Book Co., A. F. Gunn, W. W.
Seaman, P. S. Woolsey.

Milton Bradley Co. (see ad.), H. O. Palen,
L. Van Nostrand.

Whitaker & Ray Co., C. M. Wiggin, Mgr.,
C. F. Pratt, H. J. Miller, Representa-
tives.

Notes

Mr. Harr Wagner and party are now in Mexico visiting the plantation of the Playa Vicente Rubber Co., in which he and others in this State are interested. This is his second trip. His report can be secured by writing to Calvin Esterly, 518 Parrott Bldg.

The Government Indian School at Albuquerque will soon receive an appropriation for \$50,000.

Since 1904 the State Board of Education has paid in royalties for books adopted and used in the public grammar schools of California \$12,330.37 for arithmetics, \$2,910.60 for introductory histories, \$8,790.13 for introductory geographies, \$15,426.52 for geographies and, since 1903, \$16,415.70 for histories. This makes an aggregate of \$55,873.22 which has been paid or is to be paid Eastern publishing houses for their copyrights.

In these days of book-making it is of utmost importance to the teacher to know where to find the books which will be of assistance, both for professional and technical reading. The list of over four thousand text-books and over fifteen thousand supplementary works of high grade published by the American Book Co., make it the largest school book publishing house in the world. Teachers in attendance upon institutes will do well to look carefully over the exhibit usually present from this company. Their office in San Francisco is with Payot, Upham & Co., corner Pine and Battery streets.

Could Make a Maltese Cross.

Superintendent of the Public Schools Maxwell of New York was one day showing off his pupils to a crowd of visitors.

"Can you make a Maltese cross?" he asked of a bright-eyed boy.

"Yes, sir," answered the boy readily.

"You see," said the delighted Maxwell, "this boy knows how to make a Maltese cross. Well," to the boy, "make one."

"I can't right here," replied the puzzled boy.

"Why not?" inquired Maxwell. "How do you make a Maltese cross, anyway?"

The boy put his finger in his mouth.

"I pull its tail," he said.—Denver Republican.

A REVIEW.

Rarely does one meet with a supplemental book which combines good style of diction, suitable illustrations and matter of actual value, historically and geographically, to a greater degree than "Stories of El Dorado," written by Frona Eunice Wait, one of our own Western writers. Her travels have led her over the countries of which she writes, hence she speak with accuracy. The "Golden-Hearted One," whose story survives in "Hiawatha," and the "Fair God" of ancient Mexico, and whose name misled the Spanish adventures to search for gold throughout the Americas, is here portrayed graphically by word and picture. The illustrations are worthy of the text, as some are photographs of famous paintings now in the City of Mexico and elsewhere, while the cover design is a copy of the ancient conception of the "Golden-Hearted One," as left in stone by his worshippers. The designs for the beginning and end of chapters likewise are by a Mexican artist, Martinez, now in Paris, and by their fitness to the subject matter, add to the value of the book.

It has recently been adopted by the U. S. Government for use in the Indian schools and as supplemental reading in California by the State Text Book Committee. It is now under consideration by the Mexican Government as a reader in the public schools.

"Stories of El Dorado," by Frona Eunice Wait. Cloth, 270 pp. For sale by Payot, Upham & Co.

The annual examination for substitute teachers for the San Francisco schools has been set for June 17th in the Auditorium of the Girls' High School.

Long Beach, Cal., has recently voted \$75,000 for school purposes.

San Pedro, Cal., is to expend about \$35,000 for a new High School building.

The Union High School District at Fernando, Cal., has just voted \$18,000 in bonds for a new building.



The Lambert \$25 Type Writer

Away back in the forties, when some genius evolved the original "Yankee" clock, it was marketed largely by peddlers, and in this wise: One of these itinerant merchants would trudge up to a farmhouse and the following dialogue would ensue. "Say, Mister, bein's I've got a mighty heavy load to lug, would you mind if I was to leave one of these clocks in your kitchen till I came back next week, eh?" "Oh! I don't know's I care—you can leave it if you like!" Exit peddler. When that crafty merchantman returned "next week" he found a man so utterly wedded to that new toy that he would not permit it to be taken down from the mantel shelf, but fumbled in his jeans for the shillings that made it his.

MORAL.

For "Clock" read Lambert Type Writer and you will find us even more amiably accommodating than were those Yankee peddlers. We will very gladly send you one of these marvellous \$25.00 Writing Machines, and let you take thirty days to inculcate yourself with its astonishing capabilities. If after that time you do not fall a victim to its fascinations, you may return it to us and get your money back. Shall we mail you a most interesting, easy-to-read, hard-to-forget, little booklet of the Lambert Type Writer? We will gladly do so.

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San Francisco, Cal.

E. C. BOYNTON,
Managing Editor,

Published ten months in the year.

Subscription, 50 cents per annum. For clubbing rates, consult the editor. Offered in combination with other educational magazines at reduced price.

Publishers' Comment

The Sierra Educational News is now in its fourth number. There will be one more, in May, before the summer vacation. It will resume publication in August and continue monthly. The present edition numbers eight thousand copies, of which those not required for our regular mailing list are being mailed quite universally to grade teachers in California. We wish to call their attention to the character of the information published in its columns that they may make their plans to include this publication in their subscription list for next year.

The following list of publications are suggested as being excellent for combination with the "News" at the price of the other publication alone, indicated with its name:

School Review.....	\$1.50
The Elementary School Teacher...	1.00
Primary Education	1.00
Popular Educator	1.00
Normal Instructor50
World's Events60
Primary Plans	1.00
N. E. Journal of Education	2.50
American Primary Teacher.....	1.00

If you have eastern friends who teach and are interested in western schools, send us a subscription and we will through this publication be able to inform them of local conditions. Sample copies sent freely on request.

From Our Friends

Fred M. Durst, High School, Mendocino, Cal: "I like your paper very much. The news is condensed and in such a form that one can get what he desires quickly."

Prin. R. B. Payne, Tercio, Colo. Enclosed find fifty cents as subscription to your paper, Sierra Educational News. It is the thing.

Miss Etta Underwood, Ethical Culture School, New York City. Please accept my thanks for the two copies of the Sierra Educational News received from you since I registered in your Agency. I have been glad for all the insight into conditions in the West which they have given me.

Lee Robinson, Principal, Visalia, Cal. Two copies of the Sierra Educational News have reached my office. It gives me information that is hard to get elsewhere.

J. M. Hahn, Principal High School, Bishop, Cal. Enclosed you will find fifty cents in payment of a year's subscription to the Sierra Educational News. I thank you for sending me the sample copies. After reading the many favorable comments on the paper, I feel that I cannot do better than say a hearty amen! I like the flavor of the little journal now and sincerely hope it will improve with age. You have my best wishes for its success.

Henry W. Stager, High School, Yreka, Cal. I want to thank you for the copies of the Sierra Educational News. I have found it very helpful and interesting. It is timely, and may prove of great benefit to the teachers if directed along those lines of advancement so far advocated.

Meetings

King County Institute, Washington.

Seattle, April 17-21. Instructors: C. B. Gilbert of New York; Edward Hyatt, County Superintendent, Riverside, Cal.; Supt. J. H. Ackerman, Salem, Ore.; H. C. Sampson, Pullman, Wash.; Supt. F. B. Cooper, Seattle; Prof. A. H. Yoder, University of Washington; Prof. E. S. Meany, University of Washington; Pres. E. T. Mathes, Bellingham Normal; Pres. W. E. Wilson, Ellensburg Normal; Pres. E. H. Schaefer, Cheney Normal; and Mrs. Emma Wright, Tacoma, Wash.

San Diego County Institute,

San Diego, April 19-21.

Clackamas County Institute, Oregon.

Oregon City, April 22.

Nevada County Institute,

Grass Valley, April 24-28.

San Luis Obispo County Institute,

San Luis Obispo, April 26-28.

Sonoma County Institute,

Santa Rosa, April 24th.

Instructors—F. F. Bunker, W. J. Kenyon, Geography; D. S. Snedden, H. Morse Stevens, History; Miss Estelle Carpenter, Music.

San Francisco City and County Institute.

San Francisco, May 2-4.

Mendocino County Institute,

Ukiah, May 2d. Instructors—Edward Hyatt, Superintendent Riverside County; Miss Kate Ames, Superintendent Napa County; and Mrs. L. V. Sweesy, Supervisor of Music, Berkeley.

University of California, Summer School,
Berkeley, June 26-August 5, 1905.
San Jose State Normal Summer School.
San Jose, June 27-August 6, 1905.
Pacific Theological Seminary, Summer
School,
Berkeley, July 24-August 4, 1905.
Educational Conference, Lewis & Clark
Exposition.
Portland, August 28-September 2, 1905.
Silver Bow County Institute, Montana.
Butte, September, 1905.
Teachers' Association Northern California,
Red Bluff, October or November, 1905.
Southern California Teachers' Association,
Los Angeles, Dec. 20-23, 1905.
California State Teachers' Association,
Berkeley, Dec. 26-30, 1905.
Washington State Teachers' Association..
North Yakima, Dec. 27, 28, 29, 1905.
Supt. J. A. Tormey, Spokane, Pres.

RECENT MEETINGS.

The Kern County Institute at Bakersfield, March 13-16, was prevented from giving the excursions to the oil fields, power-house, etc., by the severe storms which raged throughout California during the week of March 12th. Superintendent Hyatt of Riverside was unable to come, owing to the railroad washouts, and Superintendent Minnie Coulter of Sonoma county accordingly accommodatingly remained beyond her allotted time. Dr. M. E. Dalley of the San Jose Normal spoke of the coming Normal Summer School. The other instructors were teachers and residents of the county.


The Marin County Institute was held at San Rafael, March 20-23, 1905, the program being carried out with no such mishaps as befell the meeting at Bakersfield. The meetings were interesting and the teachers took part freely in the discussions. They voted to hold the Institute at Sausalito next year unless they should combine with the teachers of Sonoma county in holding a joint session.

The teachers of San Joaquin county met in the courthouse at Stockton at 1:00 p. m., April 1st, to listen to Pres. M. E. Dalley of the San Jose Normal and Prof. D. S. Snedden of Stanford University, concerning Summer Schools and particularly

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the summer session of the San Jose State Normal School, which meets from June 27 to August 6. Both gentlemen spoke interestingly on the subject and as a result several of those present expressed their intention of attendance. Nearly all of the county teachers were present.

On March 25th a local meeting of teachers of Suisun and vicinity was held.

The teachers of Reno and Sparks, Nevada, held a meeting on March 17th at Reno to consider uniformity of courses and requirements.

The Thurston County Institute met at Olympia, Washington, on March 13-17. It was a very successful session.

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Early American History, Sabin75

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Certification

In January we published in this department a statement of the rules for the gaining of **Grammar Grade Certificates** in California. In February the statement was concerning **High School Certificates**, with an addition giving recent proceedings of the State Board of Education of California. These rules were quoted from a pamphlet gotten up by the Los Angeles County Board of Education, with the permission of Superintendent Mark Keppel.

In the March number we gave the **Kindergarten Certification** for California. Also the **Certification Laws of Arizona**, as compiled by the Territorial Superintendent.

In the April number we are printing the amended law relating to certification in California, from which the rules in use by the County Boards of Education are compiled.

To follow this we reprint recent legislation in California along lines particularly interesting to teachers.

ASSEMBLY BILL.—No. 412.

Section 1. Section seventeen hundred seventy-five of the Political Code is hereby amended so as to read as follows:

Section 1775. (1) County Boards of Education may, without examination, grant certificates as follows:

(a) High school certificates: (1) To the holders of credentials approved by the State Board of Education in accordance with sub-division 2 of Section 1521 of this Code; (2) To the holders of special credentials issued by said State Board in accordance with said sub-division; (3) To holders of High School certificates issued in this State; (4) To holders of Normal School diplomas accompanied by documents from the faculty of the State University, provided for in Sub-division 5 of Section 1503 of this Code.

(b) Grammar Grade Certificates. To the holders of the following credentials: (1) Life diploma or certificate in any State; provided that the Board of Education in this State shall have decided that said diploma or certificate represents experience and scholarship equivalent to the requirements for the elementary life diploma in California; (2) California State Normal School diplomas, San Francisco City Normal School diplomas heretofore granted; and other Normal School diplomas, provided, that the State Board of Education of this State shall have recommended the Normal School issuing said diploma as being of equal rank with the State Normal Schools of California; (3) Diplomas from the University of California, or from any other university that shall be declared by the State Board of Education to be of equal rank with the University of California, when the holders have completed the prescribed course in the peda-

gogical department of the State University, or a pedagogical course that said State Board shall declare to be equivalent to such prescribed course, and have been recommended by the faculty of the University issuing such diploma; (4) Grammar School or Grammar Grade certificates of any County, or City and County, of California.

(c) Kindergarten-primary Certificates. (1) To the holders of Kindergarten-primary certificates of any County, City and County of California; (2) To the holders of diplomas of graduation from the kindergarten department of any State Normal School of this State; (3) To the holders of credentials showing that the applicant has had professional kindergarten training in an Institution approved by the State Board of Education, and also general education equivalent to the requirements for graduation from the kindergarten department of a California State Normal School; (4) To the holders of special kindergarten certificates of any County or City and County of California granted prior to July 1, 1901; provided, that the holders of such special kindergarten certificates have had at least two years' training in a kindergarten training school, and have taught for a period of at least two years in a public kindergarten school in the County or City and County wherein such special kindergarten certificates were granted.

(2) Grammar school certificates may be granted to the holders of primary grade certificates who shall pass satisfactory examinations in such branches as do not appear on their certificates or in the record of the examinations upon which the original certificate was granted.

(3) All certificates and diplomas now valid in California shall continue in force and effect for the full term for which they were granted. County Boards of Education may renew any certificate issued by them prior to the adoption of this law, and now in force, and may renew certificates granted by authority of this law. Renewed certificates shall be valid for a period equal to that for which they were originally granted.

(4) When the holder of any certificate or State diploma shall have taught successfully in the same County, or City and County, for five years, the Board of Education of such County, or City and County, may grant a permanent certificate of the kind and grade of the class in which such applicant has been teaching; valid in the County, or City and County, in which issued, during the life of the holder, or until revoked for any of the causes designated in Sub-division 4 of Section 1791 of this Code; provided, that such permanent certificate shall in no case be of higher grade than the grade of the certificate or State diploma on which the teaching has been done; and for a permanent high school certificate twenty months of said

teaching shall have consisted of regular high school work; and provided further, that a certificate, when renewed the second time, or any time thereafter, shall become, by such renewal, a permanent certificate, if the holder of said certificate shall have complied with all of the conditions of this sub-division.

(5) Whenever any holder of a diploma from the State University, or from any other University, that shall be declared by the State Board of Education to be of equal rank that the State University shall present to said State Board satisfactory evidence of having had two years' successful experience as a teacher, subsequent to graduation, accompanied by satisfactory evidence that such holder has completed the prescribed course in the pedagogical department of the University of California, or a pedagogical course equivalent thereto, the State Board of Education shall grant to the holder of said university diploma a document signed by the

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President and Secretary of the State Board, showing such fact, and said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any Grammar or Primary or High School in the State, valid until such time as the said document shall be revoked by said State Board of Education, for any of the causes shown in subdivision 4 of Section 1791 of this Code.

Section 2. This act shall take effect and be in force from and after its passage.

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The change made in the apportionment law by the Rowell-Slaven Senate Bill (No. 236) is as follows: Part 4 of Sec. 1532 now reads:

"Fourth.—To apportion the State school fund; and to furnish an abstract of such apportionment to the State Controller, and State Board of Examiners, and to the County and City and County Auditors, County and City and County Treasurers and to the County and City and County School Superintendents of the several counties of the State. In apportioning said fund he shall apportion to every county and to every city and county \$250 (two hundred fifty dollars) for every teacher determined and assigned to it on school census by the County or City and County School Superintendent for the next preceding school year, as required of the County or City and County School Superintendent by the provisions of Section 1858 of this code, and after thus apportioning two hundred and fifty dollars on teacher or census basis, he shall apportion the balance of the State school fund to the several counties or cities and counties according to their average daily attendance as shown by the reports of the County or City and County School Superintendents for the next preceding school year.

"Section 2. This act shall take effect and be in force from and after September 1, 1905."

ASSEMBLY BILL.—No. 602.

AN ACT to amend sections eighteen hundred and seventeen, eighteen hundred and eighteen, and eighteen hundred and twenty of the Political Code, all relating to the County and City and County School Tax.

The people of the State of California, represented in Senate and Assembly, do enact as follows:—

Section 1. Section 1817 of the Political Code is hereby amended to read as follows:—

Section 1817. The County Superintendent of every County and of every City and County, must at least fifteen days be-

fore the first day of the month in which the Board of Supervisors of such County, or City and County, is required by law to levy the amount of taxes required for County, or City and County purposes, furnish to the Board of Supervisors and to the Auditor respectively, an estimate in writing of the minimum amount of County, or City and County School fund needed for the next ensuing school year. This amount he must compute as follows:

First—The County Superintendent of every County and of every City and County must calculate the amount required to be raised at five hundred and fifty dollars per teacher. From this amount he must deduct the total amount received from

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State apportionments for the next preceding school year and the remainder shall be the minimum amount of County, or City and County School fund needed for the ensuing school year; provided, that if this amount is less than sufficient to raise a sum equal to seven dollars for each census child in the County, or City and County, then the minimum amount shall be such a sum as will be equal to \$7.00 for each census child in the County, or City and County; but in no case shall the rate of tax levied for County, or City and County school purposes in any one year exceed fifty cents on each one hundred dollars of taxable property in the County or City and County.

Com. Substitute for Senate Bill.—No. 246.

AN ACT to amend section eighteen hundred and fifty-eight of the Political Code, relating to the apportionment of school funds. The People of the State of California, represented in Senate and Assembly, do enact as follows

Section 1. Section 1858 of the Political Code is hereby amended to read as follows

Section 1858. The School Superintendent of every County and City and County must apportion all State and County school moneys for the primary and grammar grades of his County or City and County, as follows:

First—He must ascertain the number of school teachers each school district is entitled to by calculating one teacher for every district having seventy or a less number of census children and one additional teacher for each additional seventy census children, or fraction of seventy, not less than twenty census children, as shown by the next preceding school census; and in cities or districts wherein separate classes are established for the instruction of the deaf, as provided in section 1618 of the Code, an additional teacher for each nine deaf children, or fraction of such number, not less than five, actually attending such classes; provided that all children in any asylum, and not attending the public schools, of whom the authorities of said asylum are the guardians, shall not be included in making the estimate of the number of teachers to which the district in which the asylum is located is entitled.

Second—He must ascertain the total number of teachers for the County, or City and County, by adding together the number of teachers so allowed to the several districts. And he must, at his County, or City and County, as provided in Section 1551 of the Political Code, report to the Superintendent of Public Instruction, under oath, the number of teachers ascertained and so allowed to his County, or City and County, by the rule or provisions of Subdivision first hereof applied to said school census.

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shall be apportioned to every school district for every teacher so allowed to it; provided, that to districts having over seventy or a multiple of seventy, school census children and a fraction of less than seventy census children, there shall be apportioned twenty-five dollars for each census child in said fraction.

Senate Bill.—No. 266.

Section 9. High schools organized under the present law for the establishment of high schools and receiving state aid, under this act shall, within one year after first beginning to receive such state aid, provide at least one course of study such as will prepare pupils for admission to one of the colleges of the University of California, and for that purpose said high schools shall be subject to inspection by a duly accredited representative of said university. High schools eligible to receive state aid as herein provided shall admit as students only such pupils as have completed the full course of instruction prescribed for the primary and grammar schools of the County, or City and County where the high school is located, or an equivalent course, or such pupils as may show by thorough examination that their qualifications are equivalent to the requirements for graduation from said primary and grammar school course; provided, that pupils otherwise qualified to enter a high school and residing in territory wherein no high school exists, shall have the right to attend any high school that received state aid under the provisions of this act without the payment of tuition fee, if such schools have room or accommodations for them; but after July 1, 1906, all school districts not included in any high school district shall pay the cost of instruction of all pupils from their respective school districts who attend any high school elsewhere. And it shall be the duty of the trustees of any school district in which any pupil resides who attends any high school to pay the estimated cost of such instruction upon the presentation of a claim from said high school district, the correctness of which is certified to by the parent or guardian of said pupil. But said estimated cost shall not exceed four dollars per month per pupil.

ASSEMBLY BILL.—NO. 57.

Section 1. Section fifteen hundred and sixty of the Political Code is hereby amended to read as follows:

1560. The Superintendent of every County in which there are twenty or more school districts, and of every City and County in the State must hold at least one Teachers' Institute in each year; and every teacher employed in a public school in the County must attend such Institute, and participate in its proceedings, provided, that the Superintendents of two or more Counties, City and County, or Cities, may unite for the purpose of holding a joint Institute or convention and may di-

rect the teachers of their respective counties, city and county, or cities to attend the same in lieu of the County, City and County, or City Institute, under the same conditions and compensations as herein provided for the County, City or County, or City Institute (provided, that the expense of such joint Institute, shall be borne equally by the Counties participating therein, and the County Auditor of each County participating in such joint Institute shall draw his warrant in favor of the County Superintendent upon requisition of said Superintendent for such proportionate share of such County and the money paid thereon shall be applied to the expense of said joint Institute); provided, further, that cities employing seventy or more teachers may have a separate Institute, to meet at least three nor more than five days; and provided further, that teachers attending such City Institute shall not be required to attend the County Institute.

The expenses of said City Institutes, not exceeding two hundred dollars annually shall be paid from the special school funds of said city.

Section 2. All acts and parts of acts

Recent Changes

Etna Mills, Union High School.

Florence Mayhew, Science, etc.

A. B., University of California, 1902.

vice Mrs. Kate Stirring, resigned.

Los Banos Grammar School.

Clarence B. Crane, Principal.

University of California.

vice J. G. Underwood, resigned.

Pasadena High School.

Olga S. Tarbell, Sciences.

A. B., Stanford University, 1904.

San Francisco Girls' High School.

Blanche J. Leviele, Modern Languages.

San Francisco High School, 1883.

San Francisco Normal School, 1884.

San Francisco Polytechnic High School.

Miss Nellie Beal, Industrial Arts.

vice Agnes P. Halsey, resigned.

Visalia High School.

Andrew Oliver, Latin, History, Algebra.

A. B., Harvard University, 1891.

A. M., Harvard University, 1895.

Ph. D., New York University, 1898.

vice A. H. Allen, resigned.

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in conflict with the provisions of this act are hereby repealed.

ASSEMBLY BILL.—No. 476.

Section 1564. The County Superintendent must keep an accurate account of the actual expenses of said Institute, with vouchers for the same, and draw his requisition upon the County Auditor, who shall draw his warrant on the unapportioned county school fund to pay said amount; provided, that any Counties participating in joint Institutes, as provided by Section 1560, such amount shall not exceed two hundred dollars; and in Counties that do not participate in such joint Institutes, said amount shall not exceed three hundred dollars; and in Counties that do not participate in such joint Institutes, said amount shall not exceed three hundred dollars for any one year.

The result of the amendments to Sections 1817 and 1858 is that from the State and County funds \$550 must be apportioned for each teacher. Of this, \$250, received from the State Fund, must be applied to the teacher's salary; the remainder, \$300, may be so applied, but is not necessarily. To raise the necessary amount, \$7 must be raised for each census child, unless such an amount brings the rate higher than 50 cents on One Hundred Dollars valuation.

Senate Bill 266 permits the securing of tuition from pupils who attend High Schools in districts of which they are not resident. This fee may not be higher than \$4 per month, and is to be paid by the trustees of the district in which the pupil resides. This takes effect July 1, 1906.

The amended Section 1560 allows counties to join together for institutes, and with amended Section 1564 limits the amount for any one county to \$200 for joint institutes, or \$300 if held individually.

Amended Section 1,775 states the law under which certificates may be granted, the additional matter being in Section 1,775, (1) (c) (4) with reference to holders of special kindergarten certificates, issued in California prior to July 1, 1901.

The State Board, at its meeting on April 12th, added to the list of accredited Normals the following, all of Pennsylvania:
Millersville, Pa.
Indiana, Pa.
Bloomsburg, Pa.

Action concerning the extended list of colleges and normals for High School Certification was deferred until the June meeting.

Pasadena is to build a new grammar school building at a cost of \$33,000.

Whittier, Cal., has just completed a new High School building at a cost of \$60,000.

Los Angeles is planning the immediate sale of \$780,000 of bonds recently voted

for school purposes, of which \$260,000 is for High Schools and \$520,000 for the other grades.

Bisbee, Arizona, is calling for plans for a new school building, to cost \$52,500.

Anaheim has recently completed a new \$10,000 grammar school building.

The Klickitat County Institute met at Goldendale, Washington, on April 3-7.

The Pierce County Institute meets at Tacoma, April 10-14.

The Whitman County Teachers' Institute was held at Colfax, Washington, on April 3-7. The instructors were Prof. A. H. Yoder, Pres. E. T. Mathes, Prof. H. C. Sampson, Prof. W. G. Beach and Deputy State Superintendent, F. M. McCully.

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